

Nursery Curriculum Overview: 2021 - 2022

	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Personal, Social and Emotional Development	<ul style="list-style-type: none"> Learning how to separate from our main carer. Having the confidence to access a range of resources in the environment. Learning how to share toys and take turns. 	<ul style="list-style-type: none"> Develop the confidence to access a range of resources in the environment. Learn how to share resources and take turns. Speak confidently about their wants and needs. 	<ul style="list-style-type: none"> Speak confidently about their feelings. Show confidence in asking adults for help. 	<ul style="list-style-type: none"> Speak confidently about their feelings. Begin to show an awareness of the feelings of others. Show confidence in asking adults for help. 	<ul style="list-style-type: none"> Talk about their feelings and show an understanding of the class rules. To develop an interest in trying new activities. 	<ul style="list-style-type: none"> To share toys fairly and begin to resolve conflict without adult intervention. To develop an interest in trying new activities.
Communication and Language	<ul style="list-style-type: none"> Talking about what you did at the weekend. Listening to and following instructions. Listening to stories and talking about the characters and main events. 	<ul style="list-style-type: none"> Talk about what they did at the weekend/ for Diwali/ Christmas etc. Listen to and follow instructions. Sequence pictures from a story. 	<ul style="list-style-type: none"> Talk about different types of places; including climates. Listen to and follow 2 part instructions. Sequence pictures from a story and retell the key events. 	<ul style="list-style-type: none"> Talk about the characters and settings in a range of traditional stories. Listen to and follow 2 part instructions. Sequence pictures from a story and retell the key events. 	<ul style="list-style-type: none"> To talk about their needs and wants. To use language to describe an event or experience. To listen to and respond appropriately to a simple instruction. 	<ul style="list-style-type: none"> To talk about their needs and wants. To use language to describe an event or experience. To listen to and respond appropriately to a simple instruction.

Physical Development

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| <ul style="list-style-type: none"> • Taking off their coats and school jumpers. • Developing fine motor skills and learning how to hold a pencil correctly. • Balancing games. | <ul style="list-style-type: none"> • Take off their coats and school jumpers independently. • Hold a pencil correctly and use it with good control. • Learn to play team games, such as Duck, Duck, Goose. | <ul style="list-style-type: none"> • Take off their coats and school jumpers independently • Hold a pencil correctly and use it with good control. • To move their bodies in a variety of ways (roll, jump, hop etc) | <ul style="list-style-type: none"> • Take off their coats and school jumpers independently. • Hold a pencil correctly and use it with good control. • To move their bodies in a variety of ways (roll, jump, hop etc) | <ul style="list-style-type: none"> • Move their bodies in a range of different ways; for example: rolling, crawling, running. • To hold a pencil using the tripod grip. | <ul style="list-style-type: none"> • Move their bodies in a range of different ways; for example: rolling, crawling, running. • To hold a pencil using the tripod grip. |
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Literacy

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| <ul style="list-style-type: none"> • Mark making with a range of resources. • Writing the first letter of our names. • Listening to stories. • Retelling stories. • Sequencing events from stories. | <ul style="list-style-type: none"> • Hear initial sounds and finding them on the alphabet mat. • Copying letters and learn to form them correctly – focus on handwriting. • Writing own name independently. • Learn the letter sounds: s,a,t,p and progress to blend to form words. | <ul style="list-style-type: none"> • Identifying rhyme and repetition in stories. • Hearing initial sounds in words. • Writing own name independently. • Mark making for meaning. • Learn the letter sounds: i,n,m,d and progress to blend to form words. | <ul style="list-style-type: none"> • Identifying rhyme and repetition in stories. • Hearing initial sounds in words. • Writing own name independently. • Retelling and sequencing stories. • Learn the letter sounds: o, c, k, e and progress to blend to form words. • <u>Texts/ Visuals:</u> The Gingerbread Man, Goldilocks and other supplementary texts. | <ul style="list-style-type: none"> • Listening to and retelling a range of stories • Identifying characters within a story. • Hearing initial sounds in words; moving on to hearing all sounds in CVC words. • Holding a pencil using the tripod grip. • Writing their name and forming other letters in the alphabet. <p><u>Texts/ Visuals:</u> The Three Billy Goats Gruff, Little Red Riding Hood, The Magic Porridge Pot and other supplementary texts.</p> | <ul style="list-style-type: none"> • Listening to and joining in with a range of nursery rhymes. • Identifying rhythm and rhyme. • Hearing initial sounds in words; moving on to hearing all sounds in CVC words. • Holding a pencil using the tripod grip. • Writing their name and forming other letters in the alphabet. <p><u>Texts/ Visuals:</u> Incy Wincy Spider, Jack and Jill, Humpty Dumpty and other supplementary texts.</p> |
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Mathematics

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| <ul style="list-style-type: none"> • Singing number songs. • Singing shape songs. • Singing days of the week songs. • Counting to 10 and saying number names in order. | <ul style="list-style-type: none"> • Compare and describe quantities using mathematical vocabulary (more and less) • Count up to 10 objects using 1 to 1 correspondence. • Recognising numbers and dots on a die. • Explore, describe and compare weight using mathematical vocabulary (heavy and light) | <ul style="list-style-type: none"> • Say number names to 10 in order. • Count up to 10 objects using 1 to 1 correspondence. • Identify simple patterns and name different positions. • Naming common 2d shapes: square, triangle, circle and rectangle. | <ul style="list-style-type: none"> • Count up to 10 objects using 1 to 1 correspondence. • Comparing amounts. • Using mathematical language to describe size, length and weight. • Naming common 2d shapes: square, triangle, circle and rectangle. | <ul style="list-style-type: none"> • Finding one more and one less than a number up to 10. • Solving addition problems practically, using objects. • Naming common 2d shapes, including: square, triangle, rectangle, circle. | <ul style="list-style-type: none"> • Solving subtraction problems practically, using objects. • Naming common 2d shapes, including: square, triangle, rectangle, circle. • Using mathematical language to begin talking about and comparing size, length and weight. |
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Understanding the World

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| <ul style="list-style-type: none"> • Talking about the people in our family. • Identifying fruits and vegetables. • Talking about the weather and seasons. | <ul style="list-style-type: none"> • Understand the significance of bonfire night. • Design and make animal masks. • Developing an understanding of the weather and seasons. • Identify and describe a special occasion in their own family. | <ul style="list-style-type: none"> • Talk about special occasions in their own family. • Learn about Chinese New Year. • Identify and talk about similarities and differences between celebrations in their own family compared to other families. • To name different places. | <ul style="list-style-type: none"> • Talk about the home that they live in and compare it to other homes. • To talk about the things that plants need to grow. • To be able to name and talk about a range of fruits and vegetables and how they grow. | <ul style="list-style-type: none"> • To be able to talk about features of the natural environment; for example: trees, sky, grass, sun. • To name different animals and talk about how they move. • To name the different parts of the body. | <ul style="list-style-type: none"> • To be able to identify the sounds that different animals make and talk about the differences between them. • To explore and identify objects that float and sink. • To begin to use a mouse to complete a computer program. |
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Expressive Arts and Design

- Self portraits/ family portraits
- Design a birthday card.
- Singing popular nursery rhymes.

- Decorating Christmas cards.
- Learns and sings phonic songs.
- Making firework pictures.

- Learn songs about different types of transport.
- Learns and sings phonic songs.
- Making model cars.

- Learn and sing a range of animal songs.
- Learns and sings phonic songs.
- Explore mixing primary colours to make new secondary colours.

- Learn and sing phonic and number songs.
- Designing and making animal masks and baskets.
- Explore a range of media – printing, painting, and collage.

- Learn and sing phonic and number songs.
- Designing and making spider webs using pipe cleaners.
- Explore a range of media – finger painting, stick puppets.